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NEWS AND NOTES

THE CINCINNATI MEETING

The special meeting of the National Council at Cincinnati on February 26, 27, and 28 was highly successful. The attendance reached five hundred on Thursday afternoon, and the interest was sustained to the end.

Thursday's program was devoted to "administrative problems." Edwin L. Miller, of Detroit, presented in his usual humorous and striking way the conditions which need improvement. He began with a translation of a recently discovered Babylonian inscription, in which the deadly formality of college-entrance English was skilfully taken off. He then reported the results of a questionnaire, emphasizing especially the advantages of teaching composition and literature separately. R. T. Congdon, state English inspector for New York, followed with an excellent summary of various experiments in co-operation. Charles Hughes Johnston, of the University of Illinois, spoke on the preparation of teachers. Four essentials, he thinks, are (1) an institutional attitude, (2) acquaintance with the curriculum as a whole, (3) knowledge of how language is best acquired, and (4) thorough scholarship. The topic was further discussed in forceful and practical fashion by Calvin N. Kendall, school commissioner of New Jersey, and Franklin B. Dyer, superintendent of the Boston schools.

On Friday afternoon Andrew H. Krug, of Baltimore City College, described in detail the revision of the course in literature in the high schools of Baltimore. Mrs. Hulst, of Grand Rapids, Michigan, then read a charming paper on "Values and Methods in Reading," paying particular attention to the seventh, eighth, and ninth grades. The third speaker was Miss Minnie Porter, of Gary, Indiana, who gave a graphic account of how composition may be socialized through the community life of the school. The audience was provided with envelopes containing samples of actual work performed by her pupils in Gary. Together these three papers gave a very comprehensive view of the modern English course.

The evening of Friday was given over to addresses by James F. Hosis, of the Chicago Normal College; Joseph V. Denney, of Ohio State University; Frank W. Chandler, of the University of Cincinnati, and J. Ralph Jewell, of the University of Arkansas. The first speaker

summed up briefly the progress which has been made in the field of English teaching in recent years and mentioned several important steps yet to be taken. Professor Denney gave a delightfully humorous account of the Stratford Conference of last summer, weaving into it numerous wise suggestions concerning English work. Professor Chandler held the audience in closest attention by reading, with running comment, examples of imitative verse written for appreciation by students in his literature classes. And last, when it seemed as though the climax must surely have been passed, Professor Jewell convulsed and edified his hearers with a witty and oddly humorous address in which he pointed out the need of organizing the English course around brief, definite units which may provide specific interests for the immature.

The session of Saturday morning was conducted jointly by the officers of the Council and those of the Ohio and the Cincinnati associations. W. C. Sayrs, of Woodward High School, Cincinnati, discussed "Standards in English" in relation to the successive periods of growth which have been defined by G. Stanley Hall and others. By means of a chart the speaker presented a graphic view of the English course from the kindergarten through the college. In his turn, E. D. Roberts, assistant superintendent of the Cincinnati schools, read the report of a committee which has been investigating the relation of the teaching in the grades to that in the high school. Among the data used were certain lesson plans submitted by teachers in both classes of schools. The last speaker was C. W. Park, of the University of Cincinnati, who gave a very suggestive account of a scheme of co-operation which is carried out by the English and other departments which are concerned with engineering students in the university. This involves the training of students in the writing of reports, the making of estimates, outlines, etc., as well as the use of papers in two or more departments, and various other features. The fact that engineering students form a fairly homogeneous group makes co-operation in teaching them English a relatively easy matter.

The Cincinnati people are excellent hosts. Accommodations were satisfactory and courtesy was genuine. The various sessions of the Department of Superintendence and of other allied bodies provided a rich and varied feast sufficient for all appetites. There was much for English teachers in every meeting. Perhaps no greater assembly of educators has ever been gathered anywhere.

Special mention should be made of two committees. One of these is called the Committee on Economy of Time. This was appointed some

years ago by the Department of Superintendence and it has given its attention to the problem of discovering the essentials in the elementary course. The results of the work of the past year were published as a yearbook by the National Society for the Study of Education, which was made the basis of discussion by this society and also by the Department. The document may be obtained at the University of Chicago Press.

The other committee is called the Commission on the Reorganization of Secondary Education, and it is sponsored by the Secondary Department of the National Education Association. This commission is interested particularly in a restatement of the aims of secondary education in social terms and in reorganizing instruction so as to secure a higher type and degree of usefulness. It recognizes secondary education as beginning properly with the seventh grade and as having for its object not only general culture, but specific discipline and vocational outlook. Among its eleven subcommittees is a committee on English, which is also a committee of the National Council of Teachers of English and which expects to publish during the summer a syllabus as a bulletin of the Bureau of Education at Washington.

OAKLAND TOO

Next comes Oakland. As already announced, the tenth meeting of the National Council will be held at Oakland, California, August 18 and 20, during the Panama-Pacific Exposition and in connection with the International Congress of Education, which will be conducted by the National Education Association. There will be five or more sessions of the Council, each devoted to one important topic. Among these will be American speech, English work of the first six years, reorganization of secondary English, and plays and pageants. A number of the best speakers in the Council have already accepted places on the program, so that a profitable meeting is assured.

The local arrangements are in charge of Miss Emma Breck, a vice-president of the Council, and president of the California Association of English Teachers, which will meet with the Council. The Hotel Oakland has been selected as headquarters. Those who are planning to attend will assist the Executive Committee by sending word to the secretary at Sixty-eighth Street and Stewart Avenue, Chicago, Illinois.

SUMMER SCHOOLS AND OTHER ENDEAVORS

The summer school of English at Hamilton College was successful last year and will continue this year, being under the direction as before

of Calvin L. Lewis. C. R. Rounds will teach teachers at the University of Wisconsin. C. C. Certain performs a like service at the University of Alabama, as does Charles S. Thomas at Harvard University. Doubtless the veterans, like Franklin T. Baker at Columbia, Harry G. Paul at Illinois, E. R. Barrett at Emporia, and V. C. Coulter at Warrensburg, will all be at their posts. The editors of the *Journal* would gladly publish a full list for the benefit of those who may wish to take professional courses.

Lake Forest, Illinois, is to have a neighborhood theater. Through the initiative and good management of John M. Clapp the College and the community are uniting in a movement which promises to provide wholesome amusement at a low price by utilizing local resources. The Garrick Club of the College is to be used as the nucleus of the theater and a body of "sustaining members" will guarantee the expense. There must be many other communities where town and gown could do the same thing—to the very great profit of everybody.

CREDIT FOR BIBLE-STUDY IN INDIANA

The state board of education of Indiana has approved a plan for crediting in the high schools Bible-study done elsewhere. The plan is modeled upon that in use in North Dakota and Colorado, with certain important modifications. "The course is divided into four unit parts, two in the Old Testament and two in the New Testament, each designed to be equivalent to forty lessons of the usual school length as pursued in the regular high-school course five days a week for a semester. Any two of the four unit parts may be chosen by the one seeking credit. . . ." One of the features of the plan is the scheme of conducting the examination. Each of the school cities using it will be entitled to one representative on the board of control, which shall have the power to select a committee of five to prepare the examination questions and grade the manuscripts. The examination will consist mainly of questions of fact, based on the syllabus, and questions of literary and historical values. As stated in the syllabus, "Questions of theological interpretation will be strictly avoided"!

The syllabus of the course is being published by the Shortridge Daily Echo Press in Indianapolis. A copy will be sent postpaid to anyone interested for ten cents in stamps.

THE PROMOTION OF PEACE

The Carnegie Endowment for International Peace desires co-operation in the furtherance of a project for the development of a

broader patriotism and a higher idealism through the work of our public schools. The aim of the project is to secure the incorporation in textbooks used in the schools of materials emphasizing the broader patriotism of humanity as opposed to the narrow and partisan nationalism, showing the futility and burden of militarism and the destructiveness and barbarism of modern war, or relating to the heroism of the deeds of everyday life. There is no desire to deny the heroism called for by war, but this is abundantly portrayed in selections now furnished to the child. What is desired is to promote the application of a higher heroism and a truer patriotism. Even these ends are to be sought only by indirect appeal. Assistance is asked in the preparation of lists of selections from prose and poetry, both from English literature and from that of other peoples, expressing the ideals named above. When such lists are submitted, the Foundation will employ specialists familiar with the teaching of literature to children to classify the references and to group them according to the age and interests of school children. These lists are then to be placed at the disposal of editors of school readers or of other schoolbooks. Many leading publishers of schoolbooks have expressed their approval of the plan; textbook writers will no doubt avail themselves of this assistance. Those willing to co-operate are asked to send a list of selections to Professor Paul Monroe, Teachers College, Columbia University.

THE PUBLIC SPEAKING REVIEW SUSPENDS

On March 1 notice was sent to the subscribers of the *Public Speaking Review* that the magazine will not be continued. The managing editor, Professor Frederick Robinson, has been obliged to carry a heavy editorial and financial burden and feels that he is not justified in making further efforts.

The *Review* was started in October, 1911, by Paul M. Pearson, of Swarthmore College, and was the official organ of the Conference on Public Speaking of the New England and the North Atlantic states. Eight numbers were issued each year. During its brief term the magazine aroused considerable interest in public speaking and debate and served as a medium for the announcement of personal and other events of interest to teachers in its field.

In his letter to subscribers Professor Robinson suggests that to fill the place left vacant by the *Review* the *English Journal* be taken up. Many of the readers of the *Review* are already numbered among the subscribers to the *Journal*. It is hoped that all will become so.